



TEACHING TIP

When teaching pronouns, start with personal pronouns (*she, it, they,...*) and then move on to relative pronouns (*who, whose, whom,...*).

Activity 1) TRACKING PRONOUNS IN SENTENCES				
Stage	Goal	Teacher Actions	Student Actions	Example / Materials
I Do	Model how to trace which word or words the pronoun refers to, that is, the antecedent, and check the agreement of the verb.	<ul style="list-style-type: none"> <li>• Write a sentence on the board.</li> <li>• Highlight the pronoun and its antecedent in the same colour, and circle the antecedent.</li> <li>• Think aloud: 1) identify to which word the pronoun refers to → 2) determine singular/plural → 3) verify the verb form.</li> <li>• Underline the verb governed by the pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the modeling process.</li> <li>• Follow the reasoning connecting antecedent, pronoun, and verb.</li> <li>• Note how verb form changes depending on number.</li> </ul>	<p><i>The <b>girls</b> finished their project, and <b>they</b> <u>presented</u> the drawing to the class.</i> (girls → they → presented)</p> <p><i>The dog chased the <b>ball</b>, <b>which</b> <u>rolled</u> down the hill.</i> (ball → which → rolled)</p>
We Do	Practice identifying pronoun–antecedent–verb relationships together.	<ul style="list-style-type: none"> <li>• Provide sentences.</li> <li>• Ask students to highlight the pronoun and its antecedent in the same colour, circle the antecedent, and underline the related verb.</li> <li>• When relevant, discuss why the verb agrees correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Work as a class and/or in small groups to identify connections.</li> <li>• When relevant, explain why the verb matches the antecedent in number.</li> <li>• Suggest corrections if needed.</li> </ul>	<p><i>The <b>teacher</b> met the parents and <b>she</b> <u>explained</u> the results.</i></p> <p><i>Ann met the <b>girl whose</b> backpack <u>was</u> red.</i></p>
You Do	Apply the skill independently.	<ul style="list-style-type: none"> <li>• Provide sentences with blank spaces instead of pronouns.</li> <li>• Ask students to write an appropriate pronoun in the blank space.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify each pronoun’s antecedent.</li> <li>• Write a pronoun that matches the antecedent.</li> </ul>	<p><i><b>Maria</b> and <b>Anna</b> met at the park and ___ played in the sand.</i></p> <p><i>The <b>dog</b> played in the backyard and after ___ entered the living room.</i></p>



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**Activity 2) TRACKING WHO'S WHO IN SENTENCES**

Stage	Goal	Teacher Actions	Student Actions	Example / Materials
<b>I Do</b>	Demonstrate how to identify the antecedent of a pronoun in a sentence containing two of more pronouns.	<ul style="list-style-type: none"> <li>• Write a few sentences on the board where a pronoun could refer to more than one noun.</li> <li>• Think aloud: “In <i>The teacher was calm when she spoke to the student</i>, who does she refer to? The teacher or the student?”</li> <li>• Explain how to check agreement in number, gender, and meaning to find the correct antecedent.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the teacher’s reasoning.</li> <li>• Note how the verb’s agreement in number, gender and meaning help clarify the antecedent.</li> </ul>	<p><i><b>The teacher</b> was calm when <b>she</b> <u>spoke</u> to the student.</i></p> <p><i><b>Tom</b> told Mary that <b>he</b> <u>needs</u> to study more.</i></p>
<b>We Do</b>	Practice finding antecedents collaboratively.	<ul style="list-style-type: none"> <li>• Provide sentences on the board.</li> <li>• Ask students to highlight each pronoun and circle its possible antecedents.</li> <li>• Discuss as a group why one interpretation makes more sense than another.</li> </ul>	<ul style="list-style-type: none"> <li>• Work as a class and-or in small groups to identify pronouns and their antecedent.</li> <li>• Explain reasoning aloud or on the board.</li> <li>• Suggest corrections if needed.</li> </ul>	<p><i>The girl chased the <b>cat</b> because <b>it</b> wanted to play.</i></p> <p><i><b>Lily</b> hugged her dad, then <b>she</b> smiled.</i></p>
<b>You Do</b>	Apply the skill independently to identify and play with ambiguous pronouns.	<ul style="list-style-type: none"> <li>• Give students sentences with unclear pronouns and ask them to rewrite them for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the pronoun’s antecedent and revise to improve clarity</li> <li>• Write different versions of one sentence.</li> </ul>	<p><i><b>John</b> met <b>Alex</b> after <b>he</b> arrived.</i>            → <i>When <b>John</b> arrived, <b>he</b> met <b>Alex</b>.</i></p> <p><i>Mary told Jane that her essay was excellent.</i>            → <i>Mary told Jane that Jane’s essay was excellent.</i></p>